

# Kentucky Teacher

November 1998

## CATS puzzle coming together for 1999 spring testing

By Faun S. Fishback  
Kentucky Department of Education

**H**igh school testing under the new Commonwealth Accountability Testing System (CATS) will be spread across more grades beginning this spring, the Kentucky Board of Education decided at its October meeting. In addition, the board voted to include norm-referenced test results in any CATS accountability formula brought to it for consideration. Members also selected a vendor for CATS validation studies.

Beginning with tests administered in the spring of 1999 (April 19-30), two parts of the comprehensive core content tests will be moved from the 11th grade to the 10th grade. High school students will be tested as follows:

- Grade 9 will take the norm-referenced basic skills test.
- Grade 10 will be tested in reading and practical living/vocational studies.
- Grade 11 will be tested in mathematics, science, social studies, and arts and humanities.
- Grade 12 will complete the writing portfolios and take the 90-minute on-demand writing portion of CATS. (The board made additional decisions about portfolios. See Page 7.)

"This format will more evenly distribute responsibility, enhance student accountability and give schools more time to provide extra help to students who need it," said State Board Chair Helen Mountjoy of Daviess County.

In redesigning the distribution of tests in high school grades, the board relied heavily on the recommendations of the School Curriculum, Assessment and Accountability Council, composed of teachers, administrators, parents and business leaders.

In light of the CATS components moved to 10th grade, the need for a work skills test, originally proposed for sophomores as part of CATS, will be discussed further by the board.



**WORDS AND MORE WORDS** — Teacher Freda McNew leads students in a lesson on suffixes at Salyersville Grade School in Magoffin County. McNew recently received a Milken Family Foundation National Educator Award for excellence in teaching.

### Norm-referenced tests

The board directed the Department of Education to draft a proposal for consideration at its December meeting to include scores from the Comprehensive Tests of Basic Skills (CTBS/5) in the school accountability index calculations. How much weight the basic skills portion of the test will be given in the accountability formula will be determined then.

This will be the first time norm-referenced tests have been used in the accountability formula. Students in their final year of primary and grades 6 and 9 will be given the test. Addition of the CTBS/5 Survey Edition will give parents a way to compare their children's scores with a national norm and help teachers and schools improve curriculum.

"This is a way for the board to clearly support instructional emphasis on basic skills, which are also a part of our core content," Mountjoy said. "There is also a lot of sentiment to the

effect that if we give the test, then it ought to count for something."

### Validation studies

Validation studies are required by state law (House Bill 53) to make sure the new testing system is highly reliable and valid. The Human Resources Research Organization, an international organization with an office in Radcliff, received the contract.

After consulting with the National Technical Advisory Panel, which is working with the Department of Education to develop the new test, the board is requiring a powerful battery of studies to ensure the highest levels of reliability and validity. The research agenda will certify that student and school results used for school accountability are valid and reliable. Studies also will document the relation between CATS and local instruction and student learning.

More about the testing schedule, portfolios and accountability issues can be found on Pages 7-10.



### Teachers select and write CATS questions

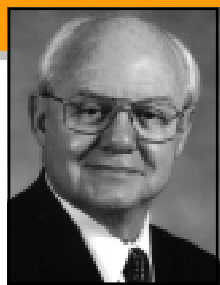
**K**entucky's new testing system, known as CATS, will be based on questions selected and developed by the state's teachers. In October, more than 100 teachers from the state Core Content Advisory Committee worked in grade- and subject-specific subcommittees to select or write test items.

Since August, more than 260 teachers have had some direct impact on the testing system by creating the blueprint, evaluating the match of the norm-referenced tests to Kentucky's "Core Content for Assessment," and selecting and developing test items. These educators are taking back to their schools and districts current, correct information about the assessment and accountability process.

In the past three months, more than 3,500 educators have written comments to the Kentucky Department of Education about CATS issues. Their input has been considered throughout the CATS development process.

The test development was driven by House Bill 53, which was passed by the 1998 Kentucky General Assembly and defined many of the parameters of the new assessment, including the intent that there be some comparability between the old and new testing systems. After examination and refinement by Kentucky teachers, some test items

*Continued on Page 12*



# Commissioner's Comments

## When portfolios count, writing improves

By Wilmer S. Cody  
Commissioner of Education

**S**tudent writing is improving in Kentucky schools. Teachers report this anecdotally, and the data support it as fact.

Writing has long been a requirement in Kentucky education. The state program of studies established in the mid-1980s — long before portfolios were part of assessment — required that students write for a variety of audiences and purposes. Because there was no incentive to meet that requirement, students in most classrooms, most of the time, wrote for only one audience — their teachers — and only one purpose — a grade.

When writing portfolios became part of student assessment and school accountability in 1991-92, schools had a clear incentive to provide students opportunities to communicate in real and meaningful ways.

Now there is discussion of removing writing portfolios from the accountability system. Let's consider the consequences of such a step.

### Equity

If writing portfolios were removed from the accountability equation, some districts and schools would abandon the use of portfolios as part of their instruction. Their students, losing the opportunities portfolios provide, would be at a disadvantage as they apply for entrance to universities and technical schools, as they do their postsecondary work, as they compete in the work force. The disadvantage goes beyond a reduced capacity for writing; it extends to the ability to think and reason, for that is what writing teaches.

### Instruction

Of all the aspects of school accountability testing, portfolio writing may be the one area over which educators can have the greatest influence and through which they can guide students toward the most significant gains. By setting criteria, basing instruction on those criteria, showing students examples of effective writing and modeling the writing process, schools and districts can all but guarantee improved performance in writing.

### Professional development

Schools making difficult decisions about limited professional development resources will realistically apply those resources to areas that count in the accountability equation. If portfolios don't count, professional development in writing and portfolio scoring is in jeopardy. If teachers aren't improving in teaching and scoring writing, students won't improve in writing.

### Time

The continuing debate about portfolios taking time from instruction ignores the point that portfolios are and always have been intended to be totally within the context of daily instruction. Students write as a matter of course throughout the school year to learn and to express what they learn throughout the curriculum. They select their strongest pieces for their portfolios. Teachers who stop instruction to make portfolio assignments would consider portfolios an infringement on instructional time. Teachers in all content areas who understand and embrace the power of writing as

an instructional tool consider portfolios not as "add-ons" but as showcases of student achievement.

In response to House Bill 53 and in recognition that time is a major consideration for teachers and students, the state board in October amended the portfolio content requirements. In grades 7 and 12, the requirement is reduced from six to five pieces. Portfolios for grade 4 will include only four pieces.

### In summary

Kentucky law (HB 53) mandates that portfolios be compiled and scored and that scores be reported. That means portfolios are a state requirement for now, whether they are part of the accountability equation or not. If this requirement were removed from accountability, what reason would teachers and students have to take the task seriously? Educators, like all professionals, have many demands on their time and will put their energies and resources into the things that count the most. What counts get done! For students, that's the bottom line.

## Kentucky Teacher FORUM

*Open discussion about public education*

Each month, *Kentucky Teacher* presents a topic and invites teachers' responses. This month's topic:

### Alternative certification

The 1998 General Assembly passed legislation that provides a new certification option to teach in grades 9-12. Professionals from business, industry and the military with 10 years of exceptional experience and a job offer in a school district can be certified to

teach in their areas of expertise.

### The question

In your opinion, what is the most important thing Kentucky can do to prepare teachers who have not completed a traditional teacher preparation program?

To respond, use one of these options:

- E-mail to [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us).
- U.S. mail to *Kentucky Teacher*,

1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601.

• Fax to *Kentucky Teacher* at (502) 564-6470.

Please include your name, mailing address, phone number, school and grade level. *Kentucky Teacher* will verify all comments before publication.

**Teachers respond to a recent "Forum" question about school safety. See Page 11.**



# Practical Lessons for Practical Living

*Schools are no longer islands unto themselves. Schools are no longer an appendage of the community, but part of each community's core.*

*Today, learning cannot be complete without exposure to elements that comprise the culture. Learning must include a thorough brush with reality.*

*Academic learning must include connections to the world outside the classroom, to people outside the classroom, to opportunities beyond the classroom.*

## Early primary students explore career possibilities

**By Sharon Crouch Farmer**  
Kentucky Department of Education

If you want flowers, you have to plant the seed. If you nurture, feed and water that seed, it will grow and produce colorful blooms.

That analogy might be used by Diane Bisher and Rita Noe at Stanford Elementary (Lincoln County) to explain why they explore career choices in early primary.

"At this age, children have a very limited view of the world," explained Bisher. "Introducing careers to them accomplishes several goals: It prepares a solid foundation for a good work ethic. It gives them stronger connection to the community and the world beyond. And they begin to develop a connection between what they learn in school and how that applies in life."

Bisher received a School-to-Work grant to expand the school's traditional housekeeping learning center to include a dramatic play center that would be used for career role-playing activities. "We had never done a unit on career exploration and awareness," Bisher said, "and thought that would be a good addition to our social studies curriculum."

Grant funds allowed Bisher to purchase materials for role playing — costumes, developmentally appropriate versions of occupational tools — and take field trips. She was also able to purchase a scanner, digital camera and presentation software — all items students will use to put together a culminating presentation on the unit.

Bisher worked throughout the summer using the new computer equipment and software, and she and Noe restructured the curriculum.

A variety of dramatic play centers are planned for the year-long unit:



**Above: Stanford Fire Chief Leroy Lunsford talks with kindergarten students about what firemen do and how they do it, and what children can do if fire threatens.**

**At right: Vedenia Byrd, a 5-year-old primary student at Stanford Elementary, tries a fireman's hat on for size during a role-playing activity in class. The students dressed up like firemen, staffed a mock 911 phone line and took other roles as part of their career exploration.**



Photos by Rick McComb

housekeeping, fire safety, nutrition (grocery store), holiday safety and law enforcement, medicine (doctor and veterinarian), post office, construction and banking. "We have our combined class of 36 students divided into five groups each week," Bisher explained. "Each group visits the dramatic play center, along with four other learning centers, once each week. The career-related dramatic play center stays up

at least a month, so the students get repeated exposure."

The culminating project will include a multimedia presentation developed by the students using digital and scanned photographs of the year's learning activities. Parents will be invited to see the presentation at a career day. "Students will wear clothing related to various professions and have the opportunity to share what they have learned," Bisher said.

And what they learn goes beyond careers, beyond academics and into the realm of reacting in the real world. Stanford Fire Chief Leroy Lunsford says that sometimes what they learn pays off in lives. "We had a structure fire recently, and there were two children — ages three and five — and their mother inside," Chief Lunsford relates. "The older child remembered what he had been told and was able to get himself and the younger child out safely and tell the firemen that the mother was on the floor and could not get up. That child's knowledge saved three lives."

For more information on this program, contact Diane Bisher at Stanford Elementary, phone (606) 365-2191 or e-mail to [dianeisher@hotmail.com](mailto:dianeisher@hotmail.com).

### Diane Bisher's 'Words of Advice'

1. Plan. Think beyond the obvious and the immediate.
2. Seek out extra funding. You make your classrooms and instruction so much better and more meaningful for each child if you seek out grant funds such as those offered through School-to-Work.
3. Be patient. It takes time to put together a grant proposal.
4. Involve technology in every activity; it has multiple benefits.
5. Involve the community. There are resources that you can call on to help you make a lesson plan more than you imagined.





## Practical Lessons for Practical Living

# Middle-schoolers learn about jobs and salaries

By Sharon Crouch Farmer  
Kentucky Department of Education

**M**iddle school students in Barren County spend a lot of time with members of their Glasgow community. They watch them work, talk with them about their jobs, study the consumer market and explore opportunities.

Two years ago, a curriculum committee evaluation revealed gaps in academic areas at Barren County Middle School. The seven-week Career Choices course for both 7th- and 8th-graders wasn't enough. A year-long interdisciplinary class was added for 8th-graders, designed to piggyback academic content and offer real-world activities and explorations of real-life issues.

Teachers Lori Richey and Jennifer Toms use Kentucky's program of studies, History Alive and a packet they purchased from the Economics America program as a basis for their units.

"I needed something I could use with 150 students," said Richey, "something I had both time and money for."

Richey and Toms work closely with other teachers to enhance what students are studying.

"We give them the opportunity to see all sides of an issue, to realize there are trade-offs in life and, really, to apply learning to their lives," Toms said.

Principal Michelle Pedigo added, "The unit on economics probably makes the biggest impression on students and really draws in the community." An automobile retailer, a travel agent, a real estate agent and a bank president come into the classroom. "The students hear about loans and leasing, contracts and contractors, even about how vacationing is part of stress management," Pedigo said.

South Central Bank plays a major role in the unit. The bank provides a packet of materials, including a check

book and register, to each student. Bank President Ellen Bale or one of the bank's officers comes into the classroom once each week for six weeks to teach budgeting, establishing and maintaining credit, and other matters of personal financial management.

"We see this [involvement] as an investment," Bale said. "An educated work force brings good jobs to town, and we all grow."

The unit culminates with students doing personal budget profiles that include prospective careers and salaries and how those salaries will — or won't — cover daily needs and desires, including cars, vacations and homes.

"They began to realize what kind of salary they need to earn to have the standard of living they want," Pedigo added.

### Shadowing

As part of the seven-week Career Choices unit, Mary Jo Marsh walks 8th-graders through the process of seeking, finding and getting jobs.

"Each student chooses an employer and writes a letter expressing an interest in job shadowing," Marsh says. "Those who get positive replies can follow through."

Marsh works closely with Allen Poynter, coordinator of the family resource and youth services center. The center provides several services, including transportation to get the students to their job sites.

Marsh cautions students that details such as proofreading letters, business-appropriate dress and behavior, and interview follow-ups are all important.

"They need to understand that [inappropriate] presentation of themselves can cost them jobs," she said.



Photos by Rick McComb

While studying economics at Barren County Middle School, students learn personal budgeting and become familiar with what goes on in banks. Sue Gentry, head teller at South Central Bank in Glasgow, shows Alicia Fields and Kenny Morrison the vault.



Eighth-grade middle school students in Barren County get career experiences by job shadowing employers throughout the community. Bence Roemer (left), a physical therapy assistant at T.J. Samson Hospital in Glasgow, shows Kelly Short (center) how to apply electrical muscle stimulation. The "patient" is Ann Hodges, a hospital staff assistant.



# Simon Kenton senior exit project prepares students for higher learning, careers and life

By Sharon Crouch Farmer  
Kentucky Department of Education

**B**y the time you're a senior at Simon Kenton High School, you've already been around the block a few times. You've explored careers and practiced life skills in-depth since your freshman year. Now, as a senior, you put that experience to the test in a Senior Exit Project required for graduation.

Simon Kenton's Senior Exit Project is both a culminating event and a new beginning. It does not just showcase student skills but sets a course for further career development. It demonstrates each

student's reading, writing, speaking, thinking, self-discipline, problem-solving and organizational skills developed during the four years of high school. Community members, business leaders and school and district staff serve as mentors throughout the project and are judges for project evaluations.

"By the time our seniors begin this project, their expectations are pretty realistic," said Carissa Shutzman, the 9th-grade English teacher who helped get the project off the ground.

Five years ago, Simon Kenton English teachers restructured their curriculum to include a year-long freshman course that integrated career explorations. The curriculum for all four years of English focuses on concepts instead of subject, making career exploration a natural tie-in.

Teachers use a gender equity grant from the Cabinet for Workforce Development to bring in professionals as consultants and to buy materials for



Shutzman

projects. For example, a local floral design company helped develop a unit that explored skills and knowledge necessary to its work. "We talked about the science behind it — seasons, soils, chemicals — the math, social value, as well as the more artistic knowledge needed to succeed," said Shutzman.

"That orientation tends to make the age-old question 'Why do I have to take this course?' moot," said Niki Locklear, chair of Simon Kenton's English Department. "It leads to a better understanding of how academics fits into careers."

Senior Exit has three basic components within a portfolio: research (paperwork), activity (project) and presentation. "The student's individual graduation plan and career plan are a part — but only a part — of the project," Locklear explained. It includes transcript, resume, sample cover letter, letters of recommendation and a forecast of where the student plans to be in 10 years.

Project content focuses on problem solving. "Students must analyze an existing or potential problem in their chosen career field, then research and select a solution and support it with evidence," said Locklear. Students must present and defend their work in front of classmates and a panel of judges composed of teachers and others in the community.

In addition to the portfolio elements, all seniors must complete 30 hours of service learning. "They may spend only three hours on any one project at any one place," said Melinda Wray, a 12th-grade English teacher. "That helps spread their work

throughout the community." Students help at the elementary school, library, churches, homeless shelters, nursing homes and senior citizen facilities. Every student must work at the soup kitchen at least once.

"Students are now buying in to service learning," said Locklear. "At first, they didn't see the rewards — such as experiencing age and socio-economic groups that otherwise they would only read about."

The Senior Exit Project is also having an unexpected result: School discipline problems historically linked with "senioritis" are occurring much

less frequently. As graduation day nears, seniors at Simon Kenton just get busier. Students must complete their portfolio tasks on their own personal time, not class time.

"The last month or so of school, students finalize research and budget, prepare for the culminating presentation and finish those last hours in service learning," explained Locklear.

"Our seniors know where they are going and, in some cases, where they are not going," said Wray. "They have direction and an idea of reality."



Photos by Rick McComb

With 30 hours of service learning required for graduation from Simon Kenton High School, students develop realistic expectations about the future. Mindy Cuevas (left) and Cayeann Suer, 17-year-old seniors, help get a PTA fundraiser under way at Kenton Elementary.



# American Memory site breathes life into history and humanities

By Faun S. Fishback  
Kentucky Department of Education

**H**ow much richer could your students' learning experiences be if they had access right in your classroom to rare documents, early motion pictures, rare prints and photographs or a recorded sound collection?

Surprise! They do! All this and more is only a few computer keystrokes away on the Internet at *memory.loc.gov*. That's the American Memory homepage on the Library of Congress Web site. As part of a project to digitize many of its American history holdings, the Library of Congress is making many rare documents, photographs, films and prints available to

the public via the Internet. To encourage educators to use the site, the national repository is training teams of teachers online and during sessions in Washington, D.C., on how to use the site, develop lesson plans and post those lessons on the American Memory Web pages.

Lydia DiMartino, the library media specialist at Burgin (Independent) High School, is one of Kentucky's representatives to the American Memory Fellow program. She and former Burgin social studies teacher Laura Drury were selected last year as an American Memory Fellow team. They were the only team from Kentucky and one of the few from the Southeast U.S. Drury now teaches in Marion County,

so DiMartino and Drury are collaborating and completing the Fellow requirements by developing a lesson on vaudeville. (See story below.)

DiMartino says the American Memory Web site is "absolutely wonderful! It offers an amazing array of primary resources about American history. The lesson plans are a wonderful idea to get the resources used in the classroom." Those resources include rare documents and collections that the general public would not normally see — letters handwritten by George Washington in the 1780s, draft copies of the Declaration of Independence, frames from Thomas Edison's first "moving pictures."

"These kinds of things are invaluable for students to look at," DiMartino said. "They need to know that the writers of the Declaration of Independence didn't just sit down and write it. They need to see the crossed out words and all drafts before it was finished. It really gives them a sense of the time period, what was going on at a certain time in history."

Currently, there are 40 collections available on the American Memory Web site, ranging from The African-American Odyssey to Scenic Photographs from Around the World (1894-96). "It's all just a click away," DiMartino said.

## Vaudeville takes the stage at Burgin

**S**tudents in Lydia DiMartino's humanities class gave their families and friends a slice of American history at the Burgin (Independent) High School Fall Festival by producing a vaudeville show complete with a magician, comedians, an "animal" act and a songstress.

As the culminating activity of their study of music and entertainment at the turn of the century, the 23 students — from freshmen to seniors — performed authentic material they'd found on the Internet or worked behind the scenes designing a playbill, posters and scenery and helping as the backstage crew. Their work was guided by DiMartino's extensive research as a participant of the Library of Congress' American Memory Fellow Program. (See accompanying story.) DiMartino, the school's library media specialist, is required to submit a lesson plan using digitized pieces from the Library of Congress Web site (*memory.loc.gov*). Her lesson plan may be selected to be posted next spring on the Internet for other teachers to use in American history, humanities and American studies classes.

As part of the vaudeville study, students constructed a history time line for 10 years during the vaudeville era. They learned the components of a vaudeville performance, read original scripts from vaudeville shows, found lyrics to old songs and discovered magic tricks during their cyberspace exploration. They added words like "dumb act," "rube" and "straight man" to their vocabularies. Students also are reading E.L. Doctorow's novel, "Ragtime," and DiMartino hopes to find funding for a class trip to see a touring company's production of the Broadway musical.

"I think the students have learned so much through this," DiMartino said. "Not just music and the history of music, but life skills — what it takes to be part of a group, good study habits, public speaking and exposure to drama."

To learn more about DiMartino and Drury's American Memory lesson, contact DiMartino at (606) 748-5282, ext. 22, or by e-mail, *dimartinl@burgin.k12.ky.us*.

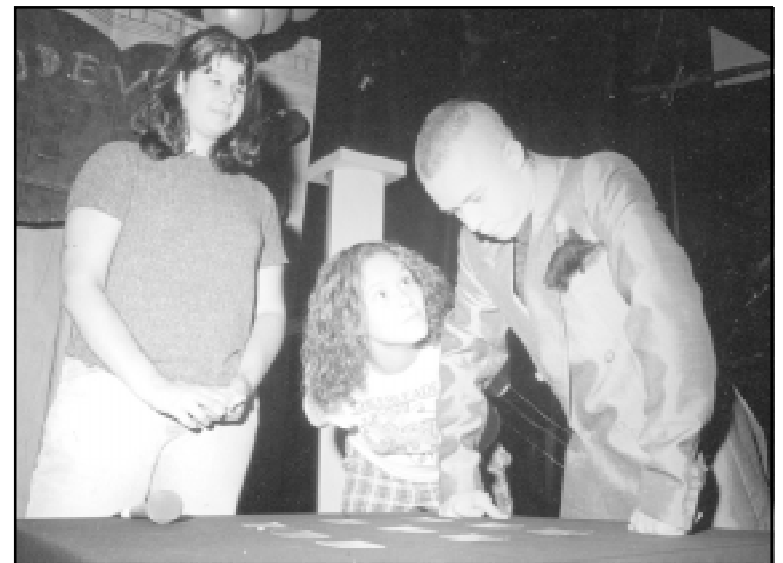
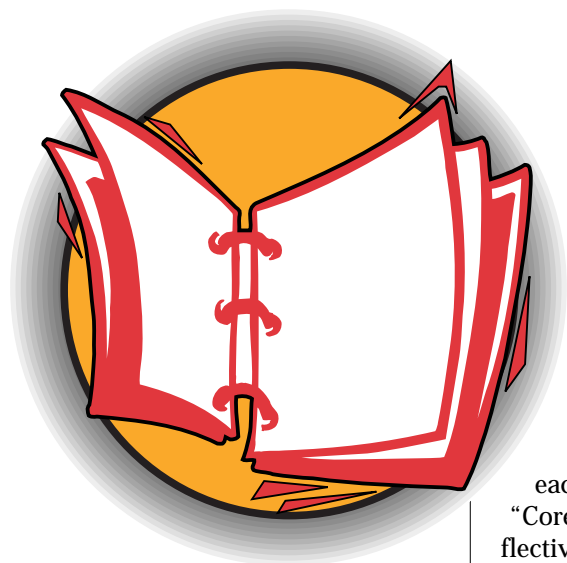


Photo by Rick McComb

Frankie Whaite (center) stares in wide-eyed amazement while Josh Flora as "The Great Houdini" rehearses a card trick. Rori Given (left) watches the action at rehearsal of the vaudeville production that was researched on the Library of Congress American Memory Web site.



# State board moves to reduce number of portfolio pieces

**By Faun S. Fishback**  
Kentucky Department of Education

**U**nder a regulation proposed by the Kentucky Board of Education, portfolios compiled by Kentucky students will require fewer pieces of writing beginning this school year.

In response to concerns voiced by teachers, parents and school administrators, the board put into motion a state regulation that would reduce the number of portfolio pieces required in grades 4, 7 and 12 and reduce portfolio development and scoring time. The board has not yet determined whether portfolios will be a part of the CATS accountability formula.

The Department of Education, educators and other stakeholders are working together to determine the portfolio completion date. District assessment coordinators will receive information as soon as a date is set. The earliest date under consideration for portfolio completion for 1998-99 is March 26.

Under the proposed regulation, the design and requirements for the writing portfolio in 1998-99 at each grade level are the following:

## Grade 4

- The portfolio will contain four pieces.
- One piece will represent each kind of writing specified in the "Core Content for Assessment" (reflective [letter to the reviewer], personal, literary, transactive).
- At least one piece must come from a content area other than English/language arts.

## Grade 7

- The portfolio will contain five pieces.
- One piece will represent each kind of writing specified in the "Core Content for Assessment" (reflective [letter to the reviewer], personal, literary, transactive) plus one choice from either the personal, literary or transactive category.
- At least one piece must come from a content area other than English/language arts.

## Grade 12

- The portfolio will contain five pieces.
- One piece will represent each kind of writing specified in the "Core Content for Assessment" (reflective [letter to the reviewer], personal, literary, transactive) plus one choice from either the personal, literary or transactive category.
- At least two pieces must come from a content area other than English/language arts.

The proposed state regulation (703 KAR 4:120) also includes strategies for reducing time required for writing portfolio preparation and scoring. The regulation reiterates the need for teachers to receive professional development focused on the types of writing assessed in the portfolios.

The regulation calls for schools and districts to develop scoring procedures that reduce the number of portfolios scored by any teacher to a maximum of 30 by providing an adequate number of teachers on the school scoring team. Any teacher can voluntarily agree to score more than 30 portfolios.

Also included are specifications for reducing the time required for portfolio preparation:

- Collect portfolio pieces in years other than when the student's portfolio is due.

- Narrow the focus of portfolio conferences.

- Choose writing tasks that relate to content being studied in class.

- Choose content-area reading to understand content and explore writing forms at the same time.

The changes in portfolios will be discussed with regional writing portfolio cluster leaders during training sessions set for various dates from Nov. 13 to Dec. 2. At those sessions, the Department of Education will distribute "Saving Time With Writing Portfolios," a booklet of time-saving strategies compiled by experienced classroom teachers. The department will distribute the booklet to districts and schools as soon as copies are available.

A public hearing on the regulation is scheduled for Nov. 30 at 10 a. m. in the State Board Room of the Capital Plaza Tower in Frankfort. The hearing is open to the public. Anyone wishing to comment at the hearing or submit comments on the regulation can notify Associate Commissioner Kevin M. Noland, Kentucky Department of Education, 500 Mero St., Frankfort, KY 40601.

A copy of the proposed regulation is available from Starr Lewis, Humanities Branch manager in the Division of Curriculum Development, at (502) 564-9855 or by e-mail through the KETS global listing or at [slewis@kde.state.ky.us](mailto:slewis@kde.state.ky.us).



Photo by Rick McComb

**IN CONFERENCE** — Teacher Gwen Ferguson and student Sarah Maggard enjoy a light moment as they confer about a writing assignment at Hattie C. Warner Elementary in Jessamine County. Ferguson is one of Kentucky's four winners in the Milken Family Foundation's National Educator Awards Program for 1998.



# COMMONWEALTH AC

TEST AREAS	EXITING PRIMARY	GRADE 4	GRADE 5	GRADE 6	
<b>Norm-Referenced Test</b> (Reading, Math, Language Arts)					
<b>Reading</b> 24 Multiple Choice 6 Open Response					
<b>Mathematics</b> 24 Multiple Choice 6 Open Response					
<b>Science</b> 24 Multiple Choice 6 Open Response					
<b>Social Studies</b> 24 Multiple Choice 6 Open Response					
<b>Writing Portfolios</b> Grade 4 — 4 pieces Grade 7 — 5 pieces Grade 12 — 5 pieces					
<b>Writing On Demand</b> Student chooses one of two prompts					
<b>Arts and Humanities</b> 8 Multiple Choice 2 Open Response					
<b>Practical Living &amp; Vocational Studies</b> 8 Multiple Choice 2 Open Response					



# COUNTABILITY TESTING SYSTEM

GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
		CATS			
CATS			CATS		
	CATS			CATS	
CATS				CATS	
	CATS			CATS	
CATS					CATS
CATS					CATS
	CATS			CATS	
	CATS		CATS		

# CATS accountability models will take shape in December

**C**rafting of the assessment portion of Kentucky's new testing system is complete. CTBS/McGraw-Hill has started designing the tests that will be given April 19-30, 1999, to Kentucky students in grades 4, 5, 7, 8, 10, 11 and 12. Students in their final year of primary and grades 6 and 9 will take the CTBS/5, a norm-referenced test.

It is now up to the Kentucky Board of Education to determine how student scores on those tests will be used to make schools and districts accountable for student achievement. The board plans to make many of those decisions when it meets on Dec. 8 and 9 in Frankfort. As part of Kentucky's regulatory process, any decisions made by the state board are subject to public hearings and approval by two legislative committees.

The board will consider recommendations from the School Curriculum, Assessment and Accountability Council, composed of teachers, administrators, parents and business leaders, and from the education community and general public. The board will do the following at its regular meeting:

- **Examine numerous accountability formulas, including how to use the performance of students over time.**

- **Decide how much weight the norm-referenced test of basic skills**

**will have in any accountability models it proposes.**

- **Examine models for several factors:**

- \*Categorizing student performance and deciding the number of categories.

- \*Determining the definition of a successful school and what performance level would signal the need for state-authorized assistance.

- \* Distributing rewards to successful schools.

- \*Determining how schools will qualify for assistance and what the assistance might include. The board will decide the process for a scholastic audit; how to assign highly skilled educators to schools identified as needing assistance; and how to distribute Commonwealth School Improvement Funds.

- **Determine how accountability can be achieved for students and districts.**

- **Decide on the contents of the School Report Card that must be sent to all parents in each Kentucky school.**

The Kentucky Board of Education and the Department of Education are interested in your opinions on these proposals. Send any issues or concerns about accountability to Robyn Oatley, director of community relations, by phone at (502) 564-3421 or by e-mail at [roatley@kde.state.ky.us](mailto:roatley@kde.state.ky.us).



Photo by Rick McComb

**GREAT START TO THE DAY** — Veterans Park Elementary Principal Cathy Crum Bell gets her traditional morning hug from student Caywood Coleman. Bell is one of four Kentucky educators to win the 1998 National Educator Award in a program sponsored by the Milken Family Foundation.

# Teachers share thoughts on school safety

In September, *Kentucky Teacher* Forum invited teachers to answer two questions about school safety:

1. Are you making any changes to help you and your students feel safer at school?
2. Who has the major responsibility for making schools safe?

Here are three teachers' responses, edited to fit in this space.

**Sherry S. Osborne**  
**8th-grade Spanish teacher**  
**South Laurel Middle School (Laurel County)**

We are making the following changes to help our students feel safer at school:

- Revising our current crisis intervention plan;
- Implementing a NO backpack policy;
- Implementing a "What's Up?" student questionnaire to be used during our advisor/advisee time each Monday morning;
- Implementing more "one-on-one" with our students.

We feel that the major responsibility for making our schools safe lies with everyone in our community.

**Brett N. Beaverson**  
**Art teacher**  
**Northern Elementary (Fayette County)**

In response to the question "Are you making any changes to help you and your students feel safer in school?" I am compelled to expand it to our institutes for higher learning. They too have a responsibility to educate and inform tomorrow's teachers and administrators about safe school practices.

To his credit, Leonard T. Burns at Eastern Kentucky University required ... students to search the Internet for sites with information on keeping schools safe. He established a listserv for the class to trade links so all would benefit. The culminating activity for the class was constructing a PowerPoint presentation about strategies for keeping schools safe.

It is encouraging that this type of training is taking place for tomorrow's instructors and instructional leaders.

**Cathy Fields**  
**Special education teacher**  
**West Whitesburg Elementary (Letcher County)**

We have never really had a serious safety problem at our school. However, I think we can attribute that to good luck. So in response to recent publicized events ... we have, as a school, implemented several new safety measures.

Our school was built in the early '70s when "open classrooms" were all the rage. So our physical arrangement was not something that we could easily change. ...

During the school day all (more than 30) doors are kept locked except for the main front doors that lead to the lobby in front of the principal's office. No one is allowed entry to the school building other than through these front doors. We even turn fellow teachers down who are in a hurry to get to their classrooms in the morning. ...

Another measure we have taken is in dismissal procedures. Our school has a large number of students who are picked up by their parents. ... We have now implemented a sign-out procedure. ... As the bus riders leave the classrooms, each "pick-up student" stays back in his or her classroom under the supervision of a teacher. There, each parent or designated person must sign his or her name beside the student's name before the child is allowed to leave. Each teacher who is responsible for the sign-out sheets has a list of names of people who have been designated by parents as those

who may pick up their children. This list has the Social Security number of each person. If someone new comes to pick up a student, that person is asked to supply his or her Social Security number.

This procedure may take time, but we, as a school and community, feel that these measures are well worth the time and trouble.

**K**entucky Teacher invites your responses to Forum questions. Your comments are welcome on this month's topic (see Page 2) or any education-related topic.

## Talk to us!

Teachers: *Kentucky Teacher* wants to know what you think, what you need from the Department of Education, what you want to see in future issues.



E-mail [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us)



Phone (502) 564-3421 or (800) 533-5372  
(toll free in Kentucky)



Fax (502) 564-6470



Write *Kentucky Teacher*  
1914 Capital Plaza Tower  
500 Mero St.  
Frankfort, KY 40601

## Geography Institute set for summer 1999

**T**he Kentucky Geographic Alliance and the National Geographic Society will sponsor the 1999 Summer Geography Institute, planned for June 20-July 2 at Murray State University. The institute will showcase Murray State's geography technology resources and spotlight the role of technology in geography instruction.

The institute also will examine the role of integrated geography instruction in preparing students for the five-area social studies core of the new Commonwealth Accountability Testing System. Elementary, middle and high school teachers will have the opportunity to work with Kentucky Geographic Alliance teacher-consultants to

examine the most effective ways to relate geography standards to the social studies core content.

Also featured will be field trips to the Land Between The Lakes, Paducah, Columbus Belmont Park and possibly a local industry.

All participants may apply for six hours of college credit, free room and

board, and reimbursement for mileage. All will receive maps, computer software and other resources. For more information, contact Carlisle County social studies teacher Tom Wilson by e-mail at [tw@apex.net](mailto:tw@apex.net); by U.S. mail at 106 Camelot Lane, Apt. G, Mayfield, KY 42066; or by phone during evening hours at (502) 247-1286.





Photo by Rick McComb

**INTENT ON LEARNING** — Eleven-year-old Lemar Collier concentrates during mathematics class at Wheeler Elementary in Jefferson County to learn more about decimals and place values.

## Cats Questions

From Page 1

may be repeated from the previous test.

In October, subcommittee members looked at statistics from the actual performance of Kentucky students on individual test questions. With training from representatives of WestEd, one of the state's assessment subcontractors, the Kentucky educators selected and refined multiple choice and open-response questions for the 1999 test forms.

Pretest items also were written or identified. These potential test questions will be embedded in each test form given this spring. Statistics will be gathered by WestEd on how successfully students answer the pretest items. However, the pretest items will not count for school or

student accountability.

The test questions selected and developed by these subcommittees have been sent to WestEd and, in collaboration with CTB/McGraw-Hill, will be fine tuned and checked for technical soundness.

A bias review committee comprised of parents, administrators and representatives of diverse groups was scheduled to evaluate the test questions in early November for "red flag" items — biases in gender, geographic, economic or cultural areas.

The Department of Education also will review the questions. The test questions then will go back to WestEd for completion of the actual test forms.

## Listservs add new dimension to professional networking

By Faun S. Fishback  
Kentucky Department of Education

**A**re you ready to "boldly go" where hundreds of other Kentucky education professionals already are? If so, take to the information highway via [www.uky.edu/Education/kylists.html](http://www.uky.edu/Education/kylists.html).

Just that quickly, you are logged on to the University of Kentucky's Web site for electronic mailing lists, or listservs, that connect you to interest groups with which you can exchange professional ideas, ask for assistance or share education solutions. Cyberspace networking can be done at your convenience — 24 hours a day, seven days a week.

If you have an e-mail address at school or at home, you can subscribe to electronic discussion groups in any number of the 18 teacher-specific lists offered at the UK site. Day or night, you can converse with or receive e-mail from people throughout the state — and sometimes around the world — who share your interests on specific education topics.

There are discussion groups for primary and middle school teachers and for teachers in content areas and electives. You can "talk" with other teachers of migrant students, writing project evaluators and technology leaders.

Assessment, technology and professional development coordinators have electronic conversations, as do counselors, personnel in family resource and youth services centers, and members of associations for speech-language-hearing and school public relations.

The discussion lists are unmoderated, which means no one screens messages before they are sent to list subscribers. Still, basic rules of Internet etiquette are good to keep in mind. "Netiquette" guidelines and other details about listservs and how to participate are posted at [www.paducah.k12.ky.us/kydte/kydtefaq.htm](http://www.paducah.k12.ky.us/kydte/kydtefaq.htm).

## Who's talking and listening?

Bill Stilwell at the Department of Educational and Counseling Psychology at the University of Kentucky "owns" and coordinates the education listservs routed through UK's server. Last month, he ran totals on how many e-mail addresses are subscribed to each of the 48 discussion groups at [www.uky.edu/Education/kylists.html](http://www.uky.edu/Education/kylists.html).

Here is a sampling of the Kentucky education listservs and the number of subscribers to each list (as of October):

Arts and Humanities Teachers - 174 subscribers

District Assessment Coordinators - 131 subscribers

Primary Teachers - 86 subscribers

Foreign Language Teachers - 83 subscribers

Guidance Counselors - 84 subscribers

Middle School Teachers - 127 subscribers

P-12 Principals - 161 subscribers

Social Studies Teachers - 106 subscribers

Title I Coordinators - 153 subscribers

Writing Project Evaluators - 188 subscribers

District technology coordinators have separate regional lists with between 25 and 50 subscribers in each region.

If you have questions about the listservs or would like to start a listserv on a specific topic or for a new group, contact Stilwell by e-mail at [CPD247@UKCC.UKY.EDU](mailto:CPD247@UKCC.UKY.EDU).

# '98 CTBS scores, '97 nonacademic data offer good news about students

Two reports released by the Kentucky Department of Education last month have good news about the performance of Kentucky students and schools. Students scored near the national average on the Comprehensive Test of Basic Skills Survey Edition (CTBS/5) that was administered last year in grades 3, 6 and 9. Additionally, nonacademic data collected by schools and districts in the 1996-97 school year show that dropout and retention rates are declining while attendance and rates of successful transition to adult life continue to increase.

Results from the CTBS/5 show that Kentucky students continue to score at the national average of 50 in reading, language arts and mathematics, indicating a competitive performance in the basic skills.

"The basic overall strengths of Kentucky's teachers and schools come through in these reports," said Education Commissioner Wilmer S. Cody.

"Other test reports also show that we are making solid gains in skill and content areas that go well beyond the basics."

The 1998 CTBS scores will not count in determining a school's rating under Kentucky's accountability formula. However, the Kentucky Board of Education decided last month to include future CTBS scores, beginning in 1999, in the new Commonwealth Accountability Testing System (CATS). How much the scores from the norm-referenced tests will count will be decided at the board's meeting in December. (See story on Page 10.) The nonacademic data will be included in schools' accountabil-



ity ratings for 1998.

The non-academic data showed the following about Kentucky students:

- Fewer students are dropping out of school.

- Fewer students are failing classes or grades.

- Attendance and student transition to a successful adult life continue at high levels.

- More high school graduates are entering college.

The middle and high school dropout rates, which had been creeping upward since 1993, declined in 1997. The reduction was almost uniform,

dropping in six of the state's eight service center regions and in five of the six grades counted in the dropout measure.

Retention rates declined to 3.52 percent of students, the first decline in four years. (Retention rates measure the percentage of students who must repeat a grade or who earn insufficient credits in high school to qualify for the next grade level.)

More than 95 percent of 1997 graduates made a successful transition to adult life. Fifty-one percent entered college, 4.8 percent enrolled in a technical school, 3.1 percent joined the military and 30.4 percent entered the work force. Those combining part-time work with part-time schooling made up 5.9 percent.

Average daily attendance exceeded 94 percent. Since 1993, statewide attendance has fluctuated slightly between 94 percent and 95 percent.

## Showcases will unveil new education resources

A series of showcases scheduled for December, January and February will present new textbooks and instructional materials in the areas of arts and humanities, foreign languages, driver education, health/physical education, and reading/literature. The showcases will give P-12 teachers, administrators, parents and university students opportunities to preview both state-adopted and supplementary printed and electronic resources.

Carol Tuning, instructional resources consultant for the Department of Education's Division of Curriculum Development, will conduct a session at each showcase on selection and purchasing guidelines. Publishers will provide refreshments.

**Dec. 8,** Executive Inn West, Louisville, 3 p.m. - 7 p.m. ET

**Jan. 12,** James Madison Middle School, Madisonville, 4 p.m. - 6:30 p.m. CT

**Jan. 19,** Drakes Creek Middle School, Bowling Green, 4 p.m. - 6:30 p.m. CT

**Jan. 20,** College View Middle School, Owensboro, 4 p.m. - 6:30 p.m. CT

**Jan. 21,** Elizabethtown High School, Elizabethtown, 4 p.m. - 6:30 p.m. ET

**Jan. 25,** Heath High School, Paducah, 4 p.m. - 6:30 p.m. CT

**Jan. 26,** South Oldham High School, Crestwood, 4 p.m. - 6:30 p.m. ET

**Jan. 27,** Paul L. Dunbar High School, Lexington, 4 p.m. - 6:30 p.m. ET

**Jan. 28,** Summit View School, Independence, 4 p.m. - 6:30 p.m. ET

**Feb. 1,** Graves County High School, 4 p.m. - 6:30 p.m. CT

**Feb. 2,** Boyle County High School, Danville, 4 p.m. - 6:30 p.m. ET

**Feb. 3,** Rowan County High School, Morehead, 4 p.m. - 6:30 p.m. ET

**Feb. 16,** Perry County Central High School, Hazard, 4 p.m. - 6:30 p.m. ET

**Feb. 17,** Pike County Central High School, Pikeville, 4 p.m. - 6:30 p.m. ET

**Feb. 18,** Johnson Central High School, Paintsville, 4 p.m. - 6:30 p.m. ET

**Feb. 23,** Bell County Middle School, Pineville, 4 p.m. - 6:30 p.m. ET

**Feb. 24,** Southwestern Pulaski County High School, 4 p.m. - 6:30 p.m. ET

**Feb. 25,** Eastern Kentucky University, Richmond, 4 p.m. - 6:30 p.m. ET

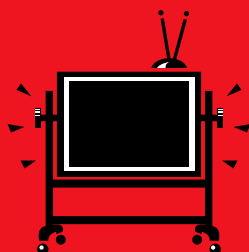
Inclement weather may force the use of alternate dates during March. The department will post schedule changes on the Web. Go to [www.kde.state.ky.us](http://www.kde.state.ky.us) and select Curriculum and Testing, then Textbooks/Instructional Materials.

For additional information on these showcases, call Carol Tuning at (502) 564-2106 or e-mail [ctuning@kde.state.ky.us](mailto:ctuning@kde.state.ky.us).

**Watch 'Inside Kentucky Schools'**  
 Second and fourth Saturdays of every month  
 Noon ET on KET  
 5:30 p.m. on KET2

Half-hour video magazine about students, teachers  
 and programs in Kentucky's public schools.

See program information on the Department of Education  
 Web site: [www.kde.state.ky.us](http://www.kde.state.ky.us)



## KET professional development programs include subscription and free seminars

Kentucky Educational Television has scheduled a number of education professional development programs in November. Some are available to paid subscribers only; others are free to all districts and schools. For registration and information, call KET Professional Development at (800) 432-0951.

### Subscription programs

These KET professional development seminars are protected by federal copyright. Only schools and districts that have registered and paid have permission to tape and use them.

- Foreign Language Swapshop: Program 1 — first in a three-part series for teachers at all grade levels
- Teaching the Writer With Special Needs — for high school teachers only (Programs on this topic will be aired later in the school year for elementary and middle school teachers.)

- Light and Darkness in the Age of Electricity — with UK Professor Raymond Betts; for teachers at all grade levels

- The Arts: A Content Course for Teachers/Dance — second of four parts; for teachers at all grade levels

- Transforming Middle Schools Through Different Ways of Knowing: Program 1 — first of four; middle school level administrators and teachers only

### Free to schools

- Richard Davis on Jazz  
 Two 30-minute programs: Jazz Instruments — Piano and Bass

Friday, Nov. 6, 3-4 p.m. ET (2-3 p.m. CT)

- The Big 6 Approach to Teaching Research

Two 90-minute programs  
 Elementary: Nov. 20, 4-5:30 p.m. ET (3-4:30 p.m. CT)

Secondary: Nov. 20, 5:30-7 p.m. ET (4:30-6 p.m. CT)

*Note: Did you miss a program that interests you? Copies of these programs are available on video tape from KET.*

## School council handbook available on equity in recruitment and hiring

A new manual, "Recruitment Handbook for School Councils," gives school councils guidelines and information about enacting policies that ensure equity in hiring. The Kentucky Department of Education's Division of Minority Educator Recruitment and Retention published the manual and is distributing it at no cost to councils statewide.

The handbook offers 25 ways to achieve diversity in public schools. Also included are lists of minority community organizations, minority publications and suggested readings on minority teacher recruitment.

The department's new Council Development Branch recommends that school councils establish personnel policies for minority recruitment, hiring and retention. School personnel policies should explicitly include the following:

- An expectation that the superintendent will include qualified minori-

ties in every list of applicants sent to the council for every vacant position;

- An expectation that the interview committee, council or principal will interview one or more minority applicants for every vacant position;

- A requirement that the school council review the school district's minority recruitment and retention plan and policies each school year to ensure that new and continuing council members are apprised of the district's efforts to recruit minority applicants.

During the consolidated planning process, schools and districts also may want to collect data on the number of minority applicants and minority employees.

For more information about this new publication, contact Sue Boden, Council Development Branch, at (502) 564-4201 or [sboden@kde.state.ky.us](mailto:sboden@kde.state.ky.us).

## "Education Pays" writing contest offers prizes

Kentucky 7th-graders can flex their writing skills and compete for prizes in a new "Education Pays" writing contest. Winners at school and regional levels have a chance to capture the top prize: a \$500 U.S. Savings Bond.

"Education Pays" is a program that reinforces the fact that better education equals a more prepared work force and a higher quality of life for all Kentuckians.

The writing topic for the competition is "Why education is important to my future." Entries may be articles, editorials, speeches, letters, poems, short stories or other writing forms. Students have up to 250 words to convince their audiences that education is important to them and all young people.

Each participating school will select one entry to receive a \$20 prize and advance to competition in one of the 16 Kentucky High School Athletic Association regions. All school-level win-

ners must be entered in regional competition by Dec. 15.

Regional entries will be scored in January during a reunion of alumni of the Governor's Scholars Program. The scholars will base their scoring on a rubric developed by the Kentucky Department of Education's writing consultants, who will train the scholars and oversee the scoring process.

Regional prizes are a \$100 U.S. Savings Bond for first place and a \$50 bond for second place. The 16 regional winners advance to the state contest and compete for the top prizes: a \$500 U.S. Savings Bond for first place, a \$200 bond for second place and a \$100 bond for third place.

The regional finalists and the top three state-level writers will be announced at a news conference next spring in Frankfort. For more information, visit the "Education Pays" Web site at [www.state.ky.us/agencies/gov/educpays.htm](http://www.state.ky.us/agencies/gov/educpays.htm).



# THE Bulletin Board

By Lisa Y. Gross  
Kentucky Department of Education

## KAAC conference set for Louisville

The Kentucky Association of Assessment Coordinators (KAAC) will host its fall assessment conference — “From KIRIS to CATS” — on Dec. 7 at the Galt House in Louisville.

Because the state’s assessment program is undergoing changes, this conference will be geared toward administrators who have responsibility for implementing the statewide assessment in their buildings. Superintendents, principals and central office administrators are encouraged to attend.

CONTACT: Lou Spencer, KAAC executive director, Oldham County Schools, (502) 222-8880; [lspencer@Oldham.k12.ky.us](mailto:lspencer@Oldham.k12.ky.us)

## KETC '99 features nationally known speakers

The 1999 Kentucky Education Technology Conference (KETC), scheduled for March 4-6 at the Commonwealth Convention Center in Louisville, promises to be a showcase of the latest educational technology uses by Kentucky administrators, library media specialists, teachers and students.

The 1999 conference theme is “Promoting the Entrepreneurial Spirit.” Judi Harris, the invited featured speaker, will discuss her Network-Based Educational Activity Structures. Harris, a faculty member at the University of Texas at Austin, joins researcher David L. Brittain, author Doug Johnson, researcher David Thornburg and past International Society for Technology and Education (ISTE) president Lajeane Thomas in an impressive lineup of speakers.

Exhibits will be an integral part of the conference. Last year’s conference featured approximately 300 vendor exhibits. Some of the unique features of the KETC exhibition area are ShowNet, the KETS CyberC@fe, the Student Showcase and the CyberGazette.

CONTACT: Lydia Wells Sledge, Division of Customer Support Service, 19th Floor, 500 Mero St., Frankfort, KY 40601; (502) 564-7168; [lsledge@kde.state.ky.us](mailto:lsledge@kde.state.ky.us); on the Web at [www.kde.state.ky.us/ketc99](http://www.kde.state.ky.us/ketc99)

## Statewide poster contest to promote “Spring Clean Kentucky”

Students in grades P-8 are invited to create posters promoting Commonwealth Cleanup Week in Kentucky, March 20-27, 1999.

The theme is “Spring Clean Kentucky,” and winning students in three grade groups will receive a \$100 U.S. Savings Bond. The students’ schools will receive \$1,500 grants for environmental education.

The contest is sponsored by the Kentucky Natural Resources and Environmental Protection Cabinet.

CONTACT: Mark York, (502) 564-3350; the cabinet Web site at [www.nr.state.ky.us](http://www.nr.state.ky.us)

## Yes I Can!

The international Foundation for Exceptional Children asks educators to help promote its “Yes I Can!” program by nominating children and youth with disabilities for recognition.

Established in 1981, the “Yes I Can!” program acknowledges the achievements of children and youth with disabilities and encourages them to seek their highest potential. The awards recognize individuals for academics, arts, athletics, community service, employment, extracurricular activities or independent living skills.

The deadline for nominations is Jan. 4, 1999. Thirty-five international award winners will be recognized at the Council for Exceptional Children’s annual convention in the spring of 1999 in Charlotte, N.C.

CONTACT: Foundation for Exceptional Children, 1920 Association Dr., Reston, VA 20191; [www.cec.sped.org](http://www.cec.sped.org)

## Kentucky teachers, administrators can study in Japan

Kentucky primary and secondary teachers and administrators can apply to participate in a three-week study visit to Japan. Three groups of educators will travel to Japan in June, October and November of 1999. The Fulbright Memorial Fund Teacher Program is fully funded by the government of Japan.

Teachers involved in the program will visit schools, educational and government centers as well as cultural sites in and around Tokyo. They will have the opportunity to meet with Japanese teachers and students, to visit a teachers’ college and to talk with education, government and industry officials. Participants also spend one week-end with a Japanese host family.

Deadline for application to the program is Jan. 11, 1999. Each application must include a two-part essay describing a plan to use the knowledge they gain in the program when they return to their classrooms, schools and communities.

To request an application packet, call the Institute of International Education at (800) 527-2636 or visit the organization’s Web site at [www.iie.org/pgms/fmf](http://www.iie.org/pgms/fmf). A limited number of application packets are available through the Kentucky Department of Education at (800) 533-5372.

# Kentucky Teacher

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Associate Commissioner . . . . . Hunt Helm  
for Communications and Planning

Director . . . . . Armando Arrastia  
Division of Public Information

Editor . . . . . Fran Salyers

Copy Writers . . . . . Sharon Crouch Farmer  
Faun S. Fishback  
Lisa York Gross

Photographer . . . . . Rick McComb

Graphics and Design . . . . . Susie Morrow, Manager  
Barbara Burch  
Bill Davis  
Michael Gray

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# Kentucky Teacher

News for the Nation's Most Innovative Educators

NOVEMBER 1998



Photo by Rick McComb

**STAR TEACHER, STAR LEARNER** — Teacher Mary Ann Payton and student Stacy Jackson collaborate on an astronomy project at Central City Elementary School in Muhlenberg County. Payton and three other Kentucky teachers recently received the Milken Family Foundation's National Educator Award for 1998.

***"This format will more evenly distribute responsibility, enhance student accountability and give schools more time to provide extra help to students who need it."***

Kentucky Board of Education Chairwoman Helen Mountjoy on the redistribution of state accountability system tests. See Pages 1 and 7-10.

Kentucky Department of Education

Wilmer S. Cody, Commissioner